

Senior Thesis in Art History

- In order to obtain Honors in Art History, you will need both a 3.7 GPA and an approved thesis. You will only be allowed to embark on an honors thesis your Senior year if you already have a 3.7 GPA at the time of enrollment. You should contact the Honors Coordinator towards the end of your Junior Year, letting them know of your intention to apply for honors (we may also reach out to students proposing it to them). Prof. Hervé Vanel has offered to be responsible for the Honors program.
- If you are considering applying for departmental honors and writing a senior thesis, you must take both the Junior and Senior seminars in your Junior year, so you can work on the Senior Thesis your entire Senior year. During your Senior year, you will take AH4095 in the Fall to work on your honors thesis; the registration form can be found here: <https://catalog-2023-2024.aup.edu/course/ah4095>. It is expected that you will take an “Incomplete” in that course to finish up your project during the Spring semester.
- Two to three faculty members must approve the final paper. A minimum of two readers are required, one may be from outside the department. A third reader is optional.
- You can select your topic in consultation with the professor whose area of expertise it is. You can select a topic you have written about in a past or current course, or start an entirely new topic.
- You must submit a research proposal (including topic, research question, overview and evaluation of existing scholarship, and bibliography of primary and secondary sources) early on in the academic year, around October 15.
- A draft of the thesis should be submitted prior to final submission, around March 1. You must revise based on your advisors’ feedback.

- You are encouraged to model your senior thesis on a scholarly article in length and format (e.g. length of 9,000-16,000 words, including footnotes).
- Read Wendy Laura Belcher's *Writing Your Journal Article in Twelve Weeks*. The book will guide you through the steps of writing, advancing an argument, evaluating and presenting the evidence, writing the abstract and conclusion, editing, etc.
<https://press.uchicago.edu/ucp/books/book/chicago/W/bo26985005.html>
- Read Gordon Harvey's *Writing with Sources*, 3rd ed. (Cambridge: Hackett Publishing, 2017) and/or consult the Chicago Manual of Style through the AUP library catalogue.

Learning Outcomes:

- Students will demonstrate mastery of a scholarly bibliography and perfect use of citations (either MLA or Chicago style)
- Students will demonstrate that they have performed research at the exceptional facilities in Paris: INHA, BnF . . .
- Students will produce a fully edited paper that will be the length and format of a substantial scholarly article (9,000-16,000 words, including notes)
- Students will come up with an original topic, have a thesis statement, the paper will be clearly argued, and will be of exceptional quality
- Students will either have a lengthy engagement with a single work of art/architecture or with a coherent group of related objects